



Roadmap for the Journey
The Trainer's Guide

Module
9

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Description of Module 9

Preparing the Path to a New Destination Transitions in Early Intervention

Change is challenging for all of us. For families of young children with disabilities, change can be even more demanding. Transition can be a positive experience with thoughtful planning, effective communication, positive attitudes, and a strong partnership between families and professionals.

In this module, participants will begin by reviewing common concerns that families express during times of transition. Through a training presentation by the National Early Childhood Transition Center, participants will learn what two major research studies on children who are typically-developing and are transitioning from preschool to kindergarten, tell us about children, families, programs, communities, and related policies and practices. Critical factors related to meeting the unique needs of culturally and linguistically diverse families at transition are discussed as well.

The fundamentals of the transition process are presented including information that targets transition timelines and comparisons of Part B and Part C transition practices. Through pretests, quizzes, checklists, child scenarios, field observation, and outside reading assignments, participants will become familiar with the role and responsibilities of the service coordinator in supporting families throughout the transition process.



Module 9

Preparing the Path to a New Destination Transitions in Early Intervention

Competencies

- Has knowledge and understanding of common concerns expressed by families at times of transition.
- Understands the meaning of advocacy as it relates to children birth through two with developmental delays or disabilities and the means by which to disseminate information to families.
- Individualizes transition plans to meet the unique needs of children and families.
- Demonstrates knowledge and skill in adapting transition practices to fit the context of culturally and linguistically diverse families.
- Demonstrates responsiveness to family concerns when planning and implementing transition plans, and provides information about the transition process to the family.
- Promotes communication across programs and preparation of children for changes, while actively involving families in the process.
- Maintains and encourages ongoing communication and cooperation among staff in sending and receiving programs.
- Has knowledge and understanding of the differences between Part B and Part C eligibility standards and provision of services.
- Has knowledge and understanding of the timelines associated with transition, and ensures that program providers and families have adequate time to plan and prepare for transitions when possible.
- Has knowledge and understanding of the policies and procedures necessary to provide proper documentation throughout the transition process.
- Facilitates children's transitions to new environments by establishing regular contact between current and future placements.
- Has knowledge of appropriate Part B and Part C participants for the transition planning conference and the IEP meeting.
- Has knowledge and understanding of the purpose of the transition planning conference and the IEP meeting.
- Has knowledge and understanding of regulatory requirements related to transition.



Module 9

Preparing the Path to a New Destination Transitions in Early Intervention

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- 9.2f Review of Paving the Way for a Successful Transition -- Part C and Part B Pretests
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- 9.4 Transition Tasks – Outside Learning Assignments – Family Transition Guide, Field Observation Form – Transition Planning Conference, Regulatory Requirements, and Poems

Module Instructions

Module 9

Preparing the Path to a New Destination Transitions in Early Intervention

Procedure/Activity	Materials	Time
Introduce the module by describing its contents. You may use the written description provided at the beginning of this guide if desired.	Description of Module 9	5 minutes
<p>9.1 Preparing the Path to a New Destination-Transitions in Early Intervention</p> <p>Show PowerPoint, <i>Preparing the Path to a New Destination – Transitions in Early Intervention</i> (slides 1-8), making the points and engaging the learner in discussion as desired.</p>	<p>PowerPoint <i>Preparing the Path to a New Destination – Transitions in Early Intervention</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	10 minutes
<p>9.1a Pathways in Early Intervention Service Coordination: A Video & Companion Guide</p> <p>Stop at slide 8 above, and have participants view the short video vignette on transition from <i>Pathways in Early Intervention Service Coordination: A Video & Companion Guide</i>. Allow a few moments for the participant to respond to the questions posed in the video segment.</p> <p>Return to PowerPoint</p>	<p>Video <i>Pathways in Early Intervention Service Coordination: A Video & Companion Guide</i></p> <p>TV</p> <p>VCR</p>	15 minutes
<p>9.1b Opening Doors to Success -- Transition Practices: What We Know and What We Need to Know,</p> <p>Slides 9-23 are a product of The</p>	<p>PowerPoint <i>Opening Doors to Success --Transition Practices: What We Know and What We Need to Know</i>, (disc, web, or Blackboard)</p>	15 minutes

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<p>National Early Childhood Transition and Training Center (NECTC). The primary objective of NECTC is to "...investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities..." through research activities. NECTC documents may be reproduced for non-commercial purposes provided their source is identified. For more information, visit their website at : http://www.ihdi.uky.edu/nectc/</p> <p>Explain the objective of NECTC and show NECTC PowerPoint (slides 9-23), <i>Opening Doors to Success --Transition Practices: What We Know and What We Need to Know</i>, making the points and engaging the learner in discussion as desired.</p> <p>Continue PowerPoint</p>	<p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	
<p>9.1c Transition-A Multicultural Perspective.</p> <p>Continue PowerPoint, <i>Preparing the Path to a New Destination-Transitions in Early Intervention</i> (slides 24-33), making the points and engaging the learner in discussion as desired. This portion of the PowerPoint addresses <i>Transition-A Multicultural Perspective</i>.</p>	<p><i>Preparing the Path to a New Destination-Transitions in Early Intervention</i> PowerPoint (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	15 minutes
Break		15 minutes
9.2 Introduction to Paving the Way for a Successful Transition- Personal Reflection on Life Changes	Note cards, pens, chart paper	10 minutes

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<p>This activity was designed to be used with a large group, but can be modified. It can be explained and used as an introductory activity for <i>Paving the Way for Successful Transition</i>.</p> <ol style="list-style-type: none"> 1. Explain to the group that change/transition can be very stressful, regardless of whether the change is positive or negative. Change often evokes strong emotional responses. 2. Instruct participant to think about a time of major change in their lives. They will be asked to identify and share the feelings evoked by this change. Since the transitions may be personal, the participant will not need to share the actual event, but may if desired. 3. Ask each participant to list on a note card and be prepared to share her feelings experienced during a major transition. 4. Record the feelings on chart paper or chalk/white board. Leave them posted until the end of the session. 5. At the end of the training session, return to the list of feelings. Have the participant(s) address each feeling and ask if that feeling might occur during 		

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<p>transition from early intervention services. Ask the person who identified the feeling for suggestions for steps that could be put into place during transition to help. Invite others to add comments.</p> <p>For training with individuals or small groups:</p> <ol style="list-style-type: none"> 1. Ask each person to identify their feelings about a personal change by writing down the feelings they experienced at the time. At the end of the training session, return to their identified feelings, and ask them to share how those feelings could have been addressed. 		
<p>9.2a Paving the Way for a Successful Transition-Pretests</p> <p>Provide a copy of the Part B and Part C Pretests to participant, and instruct them to complete both. It is not necessary for the participant to put their name on the tests, as this is a learning activity, not a measure of achievement. If there are a number of participants, consider allowing groups of 2-3 individuals from Part C and Part B programs to work collectively in answering the questions. Gather the tests for later review. Answer keys are available.</p>	<p>9.2a (1) Pretest Part C <i>Paving the Way for a Successful Transition</i> for participant</p> <p>9.2a (2) Answer Key Pretest Part C <i>Paving the Way for a Successful Transition</i></p> <p>9.2a (3) Pretest Part B <i>Paving the Way for a Successful Transition</i> for participant</p> <p>9.2a (4) Answer Key Pretest Part B <i>Paving the Way for a Successful Transition</i></p>	15 minutes
<p>9.2b Paving the Way for a Successful Transition</p> <p>Note to Trainer: <i>Paving the Way for a Successful Transition</i> was</p>	<p><i>Paving the Way for a Successful Transition</i></p> <p>PowerPoint (disc, web, or Blackboard)</p>	1 ½ hours

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<p>designed to be co-presented by trainers from Part B and Part C. The following is a guideline for knowing which slides would best be presented by the Part B trainer and which slides would best be presented by the Part C trainer:</p> <p>Part C-Present slides 1-7, 12-16 (early intervention portion only on shared slides), 21, and 23.</p> <p>Part B-Present slides 8-11, 14-22 (Preschool portion only on shared slides), and 24-26.</p> <p>Show slides 1-9 making the points and engaging the participant in discussion as desired.</p> <p>At slide 9, stop and discuss the contents of the 1999 memo from Assistant Commissioner, Joseph Fisher regarding Preschool Special Education Services (9.2b (1). Content of this memo is relevant to slide 17 as well. Provide a copy to participant if desired.</p> <p>Return to PowerPoint. Review content of slides 10 and 11. At slide 11 stop and discuss the memo from Assistant Commissioner, Joseph Fisher, regarding Extended School Year (9.2b (2). Provide a copy to participant if desired.</p> <p>Return to PowerPoint and review slides 12-18 making the points and engaging the learner in discussion as desired.</p>	<p>Computer with monitor or projector or laptop for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p> <p>9.2b (1) Preschool Special Education Services 1999 memo (copy for participant if desired)</p> <p>9.2b (2) Extended School Year 2001 memo (copy for participant if desired)</p>	
9.2c Paving the Way for a Successful Transition-Outside	<i>9.2c (1) Understanding Tennessee Department of</i>	5 minutes

Procedure/Activity	Materials	Time
<p>assignment- Understanding Tennessee Department of Education Disability Standards Quiz.</p> <p>Provide participant with a copy of 9.2c (2) (or the web address for) the Tennessee State Department of Education 2003 Special Education Manual to use in completing the following assignment.</p> <p>Outside of training time, participant will review Section Two: Chapter 5 <i>Evaluation and Eligibility</i> and Section Two: Chapter Six- <i>Understanding Disability Standards</i>.</p> <p>Advise them to complete 9.2c (1) <i>Understanding Tennessee's Department of Education Disability Standards Quiz</i>. An answer key is available.</p> <p>Request that the quiz be returned to the trainer/supervisor for scoring and follow-up as needed. The completed quiz should be placed in the participant's portfolio. A score of 80% requires no follow-up. If a participant scores lower than 80%, instruct them to correct all incorrect responses by rereading pertinent sections and citing the page numbers where the correct responses can be found. Instruct participant to return the correct citations to the supervisor/trainer for approval.</p> <p>Return to PowerPoint and review slides 20-23. At slide 24,</p>	<p><i>Education Disability Standards Quiz</i></p> <p>9.2c (1) Answer Key- <i>Understanding Tennessee Department of Education Disability Standards</i></p> <p>Provide a copy of 9.2c (2) Section Two: Chapter 5 – <i>Evaluation and Eligibility</i> and Section Two: Chapter Six- <i>Understanding Disability Standards</i> of the Tennessee State Department of Education 2003 Special Education Manual</p> <p>or</p> <p>Instruct participant to access this online at : http://www.state.tn.us/education/speced/semanual.pdf</p> <p>9.2b (3) 2000 Memo-<i>Least Restrictive Environment for</i></p>	

Procedure/Activity	Materials	Time
<p>stop and discuss the 2000 memo from Assistant Commissioner, Joseph Fisher, regarding <i>Least Restrictive Environment for Preschool Eligible Children</i> (9.2b (3)). Provide a copy to participant if desired.</p> <p>Return to and complete review of final two slides.</p>	<p><i>Preschool Eligible Children</i> (Provide a copy for participant if desired.)</p>	
<p>9.2d It Matters (For a Mother in Iowa)-Poem by Janice Fialka</p> <p>Read the poem to participant.</p>	<p>9.2d <i>It Matters (For a Mother in Iowa)</i> by Janice Fialka (Provide a copy for participant if desired.)</p>	5 minutes
<p>9.2e Transition Scenarios</p> <p>Four brief case scenarios are available (9.2e (1-4)). Divide the participant into groups of three. Instruct them to assign each group member one of the following roles to assume:</p> <ul style="list-style-type: none"> • Parent • Service coordinator • School system representative <p>Allow approximately 15 minutes for role-playing the scenarios, then stop and ask each group to share how it felt to have assumed each role, and how they responded to the scenario.</p> <p>If this training is being completed with less than three participants, the trainer and the learner(s) can discuss each scenario and how they would respond.</p>	<p>9.2e (1) Bailey 9.2e (2) Jonathan 9.2e (3) Jordan 9.2e (4) Whitney</p>	30 minutes
<p>9.2f Review of Paving the Way for a Successful Transition-Part C and Part B Pretests</p> <p>Return pretests which participant completed during activity 9.2a. No names were placed on the</p>	<p>9.2a (1) Pretest Part C <i>Paving the Way for a Successful Transition</i> - completed by participant</p> <p>9.2a (2) Answer Key Pretest Part C <i>Paving the Way for a</i></p>	25 minutes

Procedure/Activity	Materials	Time
tests, so they can be disseminated, reviewed, and graded anonymously. Ask participants to volunteer answers, as you share the correct responses. Instruct them to grade the tests before them, and return those to the trainer/supervisor at the end of the review and discussion.	<p><i>Successful Transition</i></p> <p>9.2a (3) Pretest Part B <i>Paving the Way for a Successful Transition</i> - completed by participant</p> <p>9.2a (4) Answer Key Pretest Part B <i>Paving the Way for a Successful Transition</i></p>	
Break		15 minutes
<p>9.3 Transition Tools</p> <p>Review the following items with participant, and instruct them in how to complete the <i>Transition From Part C Services Documentation of Planning Conference</i> form. Provide samples from your district if desired.</p> <ul style="list-style-type: none"> 9.3a <i>Transition Planning Conference Checklist</i> 9.3b <i>Transition From Part C Services Documentation of Planning Conference</i> form 9.3c Optional Family Certificate 9.3d Optional <i>Transition Preparation Checklist</i> 9.3e <i>Procedures for Standard Case Closings</i> 	<p>9.3a <i>Transition Planning Conference Checklist</i></p> <p>9.3b <i>Transition From Part C Services Documentation of Planning Conference</i> form</p> <p>9.3c Optional Family Certificate (four samples are available)</p> <p>9.3d Optional <i>Transition Preparation Checklist</i> (included in Parent Packet)</p> <p>9.3e <i>Procedures for Standard Case Closings</i></p> <p>Optional-Samples from the district office/agency of completed <i>Transition From Part C Services Documentation of Planning Conference</i> forms, if desired.</p>	1 hour
<p>9.4 Transition Tasks-Outside Assignments</p> <p>Instruct participant that there are three additional outside assignments and direct them accordingly.</p> <p>1. Review of <i>Family Transition Guide</i> (9.4a)</p>	<p>9.4a <i>Family Transition Guide</i></p> <p>9.4b <i>Field Observation Form Transition Planning Conference</i></p> <p>9.4c NECTC <i>Regulatory Requirements for Young Children with Disabilities</i> PowerPoint and writing assignment</p>	30 minutes

Procedure/Activity	Materials	Time
<p>Instruct the participant(s) to read all material in the <i>Parent Transition Guide</i>.</p> <p>2. <i>Field Observation Form Transition Planning Conference</i> (9.4b)</p> <p>Assist the participant as needed in scheduling an observation of a transition planning conference with an experienced service coordinator. Ensure that the family participating in the planning conference is informed in advance and agrees to having the participant present. The participant will complete the <i>Field Observation Form -Transition Planning Conference</i> and will share the results with the trainer/supervisor. Resolve any questions or concerns as needed based on the feedback given by the participant. Instruct the participant to place the completed observation form in the portfolio.</p> <p>3. Review of NECTC Regulatory Requirements for Young Children with Disabilities PowerPoint and writing assignment (9.4c)</p> <p>Instruct participant(s) to visit the website: http://www.ihdi.uky.edu/nectc/Regulations_5-03.pdf or provide a copy of 9.4c. Participant will review the content and make a list of five things they learned about regulatory requirements related to transition. Following completion, the participant will meet with the trainer/supervisor to discuss her</p>	<p>9.4d <i>Inclusion for Jeremy?</i> (optional)</p> <p>9.4e <i>I am the Teacher</i> (optional)</p>	

Procedure/Activity	Materials	Time
<p>list. Upon completion to the satisfaction of the trainer/supervisor, the participant will place the list in the portfolio.</p> <p>9.4d and 9.4e Two optional poems are included for trainer and participant to read if desired.</p>		<p>Total time= 6 hours including two 15 minute breaks</p>

Module 9

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Bibliography and Resources

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